

Giralang Primary School

Network: Belconnen

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2020 our school supported this Strategic Indicator through – Priority 1, 2 & 3 (see reporting for detail):

- Strengthen coaching and mentoring for teachers in planning, pedagogy and assessment for writing.
- Continue to embed the ten essential instructional literacy practices P-6.
- Enhance teachers' understanding of the content and achievement standards of the Australian Curriculum in Mathematics with a view to extrapolate what is essential learning for students.
- Implement the 'Be You' mental health framework across the school community.
- Explore the Positive Behaviours for Learning (PBL) framework.
- Continue action research into improving the cultural integrity of the school.

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2020 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Strengthen coaching and mentoring for teachers in planning, pedagogy and assessment for writing.
- Continue to embed the ten essential instructional literacy practices P-6.
- Enhance teachers' understanding of the content and achievement standards of the Australian Curriculum in Mathematics with a view to extrapolate what is essential learning for students.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Implement the 'Be You' mental health framework across the school community
- Explore the Positive Behaviours for Learning (PBL) framework
- Continue action research into improving the cultural integrity of the school

Reporting against our priorities

Priority 1: Improve student outcomes in writing

Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in writing
- Ensure an average of 15% of students are in the top two bands for writing
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Writing.
- At least 90% of staff and parents believe that students' learning needs are being met at this school
- All teachers in the early years will be using the Ten Essential Literacy Practices

In 2020, we implemented this priority through the following strategies.

- Strengthen coaching and mentoring for teachers in planning, pedagogy and assessment for writing.
- Continue to embed the ten essential instructional literacy practices P-6.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Ensure an average of 60% of students achieve at or above expected growth in writing	55.3%	55.3%	75%	n/a		
Ensure an average of 15% of students are in the top two bands for writing	16.8%	Yr 3 – 29.4% Yr 5 – 6.3%	Yr 3 – 27.3% Yr 5 – 10%	n/a		
Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in writing.	slightly less gain than students with same starting score and less gain than similar schools	<ul style="list-style-type: none"> ▪ Year 3 trend is below all ACT and NSW schools and similar schools over 2014-2018 ▪ Year 5 trend has been below similar and all ACT and NSW schools since 2014 	<ul style="list-style-type: none"> ▪ Year 3 trend sees a slight decrease in results from 2018 to 2019. ▪ Year 5 shows an improvement in results from 2018-2019. 	n/a		

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
At least 90% of staff and parents believe that students' learning needs are being met at this school	Parents 84%, Staff 92.9%	Parents 84.2%, Staff 80.6%	Parents 84.4%, Staff 96.4%	Parent 74.4%, Staff 94.1%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All teachers in the early years will be using the Ten Essential Literacy Practices	100%	100%	100%	100%		

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?

This evidence indicates that the school is continuing to grow and cement the ten essential practices for literacy. It is important to note that the 2020, period of teaching and learning was interrupted by COVID -19. However, the writing for authentic purposes during this time was increased and teachers' anecdotal notes evidence this. There is also a 10% decline in the school meeting the learning needs of the students. The timing of the School Satisfaction Survey coincided with a patch of remote learning due to COVID-19.

- Have any of your data sources changed over time? If so, why?

Our data sources have change due to the Year 3 & Year 5 cohorts unable to sit NAPLAN in 2020.

- What implications does this evidence have for your next AP?

The implication of this evidence for our next Action Plan will be to revisit the Ten Essential literacy practices in week 0, to ensure there is a consistency of practice.

Our achievements for this priority

1. Strengthen coaching and mentoring for teachers in planning, pedagogy and assessment for writing.

In week 0, all staff attended school wide professional learning for writing. From there we:

- trialled Catherine Nash school wide Writing Interim Assessment and modified our approach by creating year level rubrics.
- ensured there was rigorous moderation processes for each term.
- collaborate and discuss teaching practices.

2. Continue to embed the ten essential instructional literacy practices P-6.

- Utilised the audit tool for the ten essential practices with teachers and responded to the outcomes of this, planning the next steps forward.

- Provided shoulder to shoulder team teaching.
- Responded to staff PL needs by creating school based targeted professional learning, e.g. running records and handwriting.

Challenges we will address in our next Action Plan

- Increase coaching and mentoring for teachers in writing pedagogy and assessment.
- Continuing to build teacher capacity to implement the ten essential practices and to use appropriate assessment tools to monitor student progress.

Priority 2: Improve student outcomes in Mathematics

Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in numeracy
- Ensure an average of 25% of students are in the top two bands for Numeracy
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Numeracy.
- At least 90% of parents and staff are satisfied that this school has high expectations in all that it does
- The school has established and maintained a whole school approach to mental computation and basic facts

In 2020 we implemented this priority through the following strategies.

- Enhance teachers' understanding of the content and achievement standards of the Australian Curriculum in Mathematics with a view to extrapolate what is essential learning for students.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Ensure an average of 60% of students achieve at or above expected growth in numeracy	55%	55%	46.4%	n/a		
Ensure an average of 25% of students are in the top two bands for Numeracy	18.8%	10.4%	13.3%	n/a		
Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Numeracy.	2014-2016, less gain than students with the same starting score and 2015-2017, less gain than students with same starting	<ul style="list-style-type: none"> ▪ Year 3 trend is below similar schools and all ACT and NSW schools 2014-2018 ▪ Year 5 trend is below similar schools and all ACT and 	<ul style="list-style-type: none"> ▪ Year 3 has had a slight fall in performance 2018-2019. ▪ Year 5 has had a slight improvement in results from 2018-2019. 	n/a		

	score and less gain than similar schools.	NSW schools since 2013				
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Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
At least 90% of parents and staff are satisfied that this school has high expectations in all that it does	Parents 88.1%, Staff 100%	Parents 88.4%, Staff 87.1%	Parents 86.1%, Staff 96.3%	Parent 82.1% Staff 94.1%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
The school has established and maintained a whole school approach to mental computation and basic facts	There is variation across the school in the approach to mental computation and basic facts	There is variation across the school in the approach to mental computation and basic facts	There is variation across the school in the approach to mental computation and basic facts	There is variation across the school in the approach to mental computation and basic facts		

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

There is still variation across the school in the approach to mental computation and basic facts. The perception data sets demonstrate there is still faith from staff that the school has high expectations in all that it does. The student learning data is an essential part of our data and due to COVID 19 do not have this to make any trend or progress statements.

- Have any of your data sources changed over time? If so, why?

Our data sources have change due to the Year 3 & Year 5 cohorts unable to sit NAPLAN in 2020

- What implications does this evidence have for your next AP?

Some of the main bodies of work around curriculum have not been completed due to the other pressing priorities and our period of remote learning. In 2021, we will meet in week 0 for

Australian Curriculum professional learning for Mathematics and continue this body of work for the year.

Our achievements for this priority

1. Enhance teachers' understanding of the content and achievement standards of the Australian Curriculum in Mathematics with a view to extrapolate what is essential learning for students.

- Learning Walks and Peer Observations - looking at a balanced mathematics lesson and program
- Curriculum mapping for mathematics on SAS
- Mapping students on Paul Swan Milestones
- Professional learning on problem solving and inquiry based learning
- Audit and purchasing resources
- Engaged in community connections - Questacon, Resolve, Maths Trust
- Finding Mathematical champions to enhance quality teaching and learning

Challenges we will address in our next Action Plan

This will assist our sharp and narrow focus on what is essential for our student to learn whilst assisting to build teacher capacity in content knowledge of the Australian Curriculum with a specific focus on what is essential to teach.

- Continue to develop differentiated groups for number teaching and learning within, and or across, year levels.
- Utilise PAT Maths data to supplement the missing NAPLAN data set.

Priority 3: Enhance a positive school culture and promote community connectedness

Targets or measures

By the end of 2022 we will achieve:

- At least 80% of students are satisfied that they feel safe at this school
- At least 90% of staff are satisfied that students feel safe at this school
- At least 90% of parents are satisfied that community partnerships are maintained

In 2019 we implemented this priority through the following strategies.

- Strengthen partnerships with external organisations or individuals that will contribute to improved student learning, social and emotional outcomes.
- Engage with the Cultural Integrity Continuum to improve the Cultural Integrity of the school
- Be an active participant in the University of Canberra Affiliation

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
At least 80% of students are satisfied that they feel safe at this school	76.7	72.5%	68.6%	74.5%		
At least 90% of staff are satisfied that students feel safe at this school	85.7%	83.5%	100%	97.1%		
At least 90% of parents are satisfied that community partnerships are maintained	92.1%	89.5%	83.3%	82.1%		

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

This evidence indicates that there has been a significant shift upwards in staff perception about student safety at the school. It suggests efforts to work with students and their families is having impact, along with our values and mindfulness programs. The evidence indicates that student perception data has still not reached the five-year target of 80% of students are satisfied that they feel safe at school.

- Have any of your data sources changed over time? If so, why?

The school's data sources have not changed over the past twelve months.

- What implications does this evidence have for your next AP?

The next Action Plan will need to address community partnerships in a more explicit manner.

Our achievements for this priority

1) Implement the 'Be You' mental health framework across the school community

- Teachers have started to use the teacher resources
- Met as a committee and began to revise the agreed practices

2) Explore the Positive Behaviours for Learning (PBL) framework

- Met with the PBL consultant
- Reviews our behaviour management and student wellbeing plans in relation to how PBL aligns with our current practice

3) Continue action research into improving the cultural integrity of the school

- All staff have participated in action research.
- All staff shared their action research findings and discussed to their next steps in their action learning.
- The new learning is evident in teachers planning including Aboriginal 8 Ways of Learning and learning on Country.
- Plotted our positive growth on the cultural integrity continuum.
- Teachers as researchers group presented at the Teachers as Researchers conference.
- Key relationships with stakeholders have been made and maintained throughout and will be continued.
- Cultural integrity of the resources have improved and are evident across the school

Challenges we will address in our next Action Plan

▪ Implementation of the 'Be You' mental health program for young children.

This will include teacher training and dedicated timetabling of in class learning experiences for the students. Also, the school will need to communicate the endeavours of this program with parents and carers.

Maintaining the positive growth of the cultural continuum and supporting cultural integrity of the school.

It is essential that the key relationships with stakeholders are maintained and enhanced. Cultural Integrity is a 'way of being' therefore leading into 2021 and beyond the induction of new staff is important.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

In 2020, the school continued to reflect on the preschool pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP), with the latest review taking place in term four, 2020.

Our QIP identifies areas of strengths, and areas for further improvement and development in line with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2020 include:

- Links between the primary school and preschool continued to be strengthened, with the preschool children attending library, gross motor rotations and assemblies on a regular basis.
- Developing strong links with the families in our communities through open door mornings, SeeSaw, parent volunteers and open communication.
- Significant investment in the updating of outdoor learning environment to further facilitate best practice, particularly sustainability practices.
- The success of teaching remotely during the COVID period.

**A copy of the QIP is available for viewing at the school.*